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ABSTRACT

The following modules are contained in this module cluster on the advanced teaching of reading developed for the Camden Teacher Corps project: a) Examining Readiness Materials, Observation of Readiness Programs and Practices, b) Teaching a Reading Readiness Lesson, c) Examining Materials for Beginning Reading Instruction, d) Observation of Beginning Reading Instruction, e) Teaching a Beginning Reading Lesson, f) Examining Materials for Developing Word Recognition Skills, g) Observation of Word Recognition Instruction, h) Teaching Word Recognition Skills, i) Examining Comprehension Materials, j) Observation of Comprehension Instruction, and k) Teaching Comprehension Skills. For each module, the objective, prerequisite, preassessment, instructional activities, postassessment, and remediation are specified. (JA)

ED 090180

Module Cluster: RTE - 002.00 (GSC)

Advanced Teaching of Reading

Laboratory Manual

Mrs. Estelle Brown

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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SP 007 929

Department of Elementary Education

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator-Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

Reference System Designation:	RTE - 002.00 (GSC)
Program:	Seventh Cycle Teacher Corps Program at Glassboro State College, Glassboro, New Jersey 08028
Component:	Elementary Reading Practices
Module Cluster:	Advanced Teaching of Reading Laboratory Manual
Developer:	Mrs. Estelle Brown
Date of Development:	Summer, 1973

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

RTE - 002.01 (GSC) Examing Readiness Materials

Objective

The intern will examine materials used for the development and reinforcement of readiness skills.

Prerequisite

RTE 001.01 and RTE 001.03 (GSC)

Pre-assessment

None. If materials have already been examined, the student may submit a worksheet for analysis of materials. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Instructional Activities

The intern may attend class for orientation to module objectives.

Post-assessment

The intern will submit a worksheet for analysis of materials. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

MATERIALS EXAMINATION WORKSHEET

Title: _____

Purpose: _____

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Format: _____

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Utility: _____

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Sequence of Skills: _____

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Instructional Value: _____

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Diagnostic Value: _____

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RTE - 002.02 (GSC) Observation of Readiness Programs and Practices

Objective

The intern will observe a teacher using appropriate techniques and materials to develop skill in a readiness-related area.

Prerequisite

RTE - 001.03 and RTE - 001.05 (GSC)

Pre-assessment

None. If the observation has already been made, the intern may submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Instructional Activities

The intern may attend class for orientation to module objectives.

Post-assessment

The intern will submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

TEACHER OBSERVATION ANALYSIS

Objective: _____

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Task Variable: _____

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Materials: _____

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Method Variable: _____

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Activity: _____

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Response: _____

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Reinforcement: _____

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READINESS ASSESSMENT WORKSHEET

Objective: _____

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Task Criterion: _____

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Performance Criterion: _____

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Student Performance: _____

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Summary (strengths): _____

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Summary (needs): _____

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Recommendations: _____

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RTE - 002.03 (GSC) Teaching a Reading Readiness Lesson

Objective

Given a pupil who has not mastered a specific readiness skill, the intern will teach (in a supervised tutorial situation) the readiness skill using appropriate techniques and materials.

Prerequisite

RTE - 001.01, 001.02, 001.03, and 001.04 (GSC)

Pre-assessment

Prior to teaching the lesson the intern will (1) complete a tutoring record form and (2) write out statements, directions, and questions to be used to develop a selected readiness skill.

Instructional Activities

Prior to teaching the lesson the intern may meet with the instructor to review preparation for the module objective.

Post-assessment

After teaching the lesson the intern will meet with the instructor to discuss the outcomes of the lesson.

Remediation

No remediation activities have been predetermined. These would be decided upon by the intern in consort with his faculty advisor and/or team leader.

TUTORING RECORD

Child _____ Gr. ____ Tutor_____

Date	Materials Used	Skills Stressed	Method Used

RTE - 002.04 (GSC) Examining Materials for Beginning Reading Instruction

Objective

The intern will examine materials used for beginning reading instruction.

Prerequisites

RTE - 001.05 (GSC)

Pre-assessment

The intern may submit a worksheet for analysis of materials showing that the module objective has been completed. The worksheet will require the student to describe the following: (1) content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Instructional Activities

The intern may attend class for orientation to module objective.

Post-assessment

The intern will submit a worksheet for analysis of materials showing that the module objective has been completed. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

MATERIALS EXAMINATION WORKSHEET

Title: _____

Purpose: _____

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Format: _____

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Utility: _____

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Sequence of Skills: _____

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Instructional Value: _____

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Diagnostic Value: _____

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RTE - 002.05 (GSC) Observation of Beginning Reading Instruction

Objective

The intern will observe an experienced teacher using appropriate techniques and materials to teach a beginning reading skill.

Prerequisite

RTE - 001.05 (GSC)

Pre-assessment

None. If the observation has already been made the intern may submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Instructional Activities

The intern may attend class for orientation to module objective.

Post-assessment

The intern will submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TEACHER OBSERVATION ANALYSIS

Objective: _____

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Task Variable: _____

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Materials: _____

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Method Variable: _____

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Activity: _____

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Response: _____

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Reinforcement: _____

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BEGINNING READING ASSESSMENT WORKSHEET

Objective: _____

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Task Criterion: _____

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Performance Criterion: _____

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Student Performance: _____

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Summary (strengths): _____

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Summary (needs): _____

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Recommendations: _____

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RTE - 002.06 (GSC) Teaching a Beginning Reading Lesson

Objective

Given a beginning reader who has not mastered a specific beginning reading skill, the intern will teach (in a supervised tutorial situation) the beginning reading skill using appropriate techniques and materials.

Prerequisite

RTE - 001.05 (GSC)

Pre-assessment

Prior to teaching the lesson the intern will (1) complete a tutoring record form and (2) write out statements, directions, and questions to be used to develop a selected beginning reading skill.

Instructional Activities

Prior to teaching the lesson the intern may meet with the instructor to review preparation for the module objective.

Post-assessment

After teaching the lesson the intern will meet with the instructor to discuss the outcomes of the lesson.

Remediation

No remediation activities have been predetermined. These would be decided upon by the intern in consort with his faculty advisor and/or team leader.

TUTORING RECORD

Child _____ Gr. _____ Tutor _____

Date	Materials Used	Skills Stressed	Method Used

RTE - 002.07 (GSC) Examining Materials for Developing Word Recognition Skills

Objective

The intern will examine the materials used for the development and reinforcement of word recognition skills.

Prerequisite

RTE - 001.06 (GSC)

Pre-assessment

The intern may submit a worksheet for analysis of materials showing that the module objective has been completed. The worksheet will require the student to describe the following: (1) content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Instructional Activities

The intern may attend class for orientation to module objective.

Post-assessment

The intern will submit a worksheet for analysis of materials showing that the module objective has been completed. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Remediation

No remediation activities have been predetermined. These would be decided upon by the intern in consort with his faculty advisor and/or team leader.

MATERIALS EXAMINATION WORKSHEET

Title: _____

Purpose: _____

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Format: _____

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Utility: _____

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Sequence of Skills: _____

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Instructional Value: _____

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Diagnostic Value: _____

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RTE - 002.08 (GSC) Observation of Word Recognition Instruction

Objectives

The student will observe an experienced teacher using specific techniques and materials to teach one of the following:

1. configuration clues
2. context clues
3. phonetic analysis
4. structural analysis
5. dictionary skills

Prerequisite

RTE - 001.06 (GSC)

Pre-assessment

None. If observation has already been made the student may submit a teacher observation analysis sheet or meet with instructor to discuss the observation. Oral or written analysis of the observation should include (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement.

Instructional Activities

Attend class for orientation to module objective.

Post-assessment

The student will submit a teacher observation analysis sheet or meet with instructor to discuss the observation. Oral or written analysis of the observation should include (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

TEACHER OBSERVATION ANALYSIS

Objective: _____

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Task Variable: _____

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Materials: _____

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Method Variable: _____

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Activity: _____

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Response: _____

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Reinforcement: _____

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WORD RECOGNITION ASSESSMENT WORKSHEET

Objective: _____

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Task Criterion: _____

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Performance Criterion: _____

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Student Performance: _____

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Summary (strengths): _____

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Summary (needs): _____

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Recommendations: _____

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RTE - 002.09 (GSC) Teaching Word Recognition Skills

Objective

Given a pupil who has not mastered a specific word recognition skill, the intern will teach (in a supervised tutorial situation) a lesson to develop the word recognition skill using appropriate techniques and materials.

Prerequisite

RTE - 001.06 (GSC)

Pre-assessment

Prior to the lesson the student will (1) complete a tutoring record form and (2) write out statements, directions, and questions to be used to teach a word recognition skill.

Instructional Activities

Prior to the lesson the student may meet with the instructor to review preparation for the module objective.

Post-assessment

After the lesson the student will meet with the instructor to discuss the outcomes of the lesson.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TUTORING RECORD

Child_____ Gr._____ Tutor_____

Date	Materials Used	Skills Stressed	Method Used

RTE - 002.10 (GSC) Examining Comprehension Materials

Objective (Expressive)

The intern will examine materials used for the development and reinforcement of comprehension skills.

Prerequisite

RTE - 001.07 (GSC)

Pre-assessment

None. If materials have already been examined, the student may submit a worksheet for analysis of materials. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills, and (6) techniques and activities suggested.

Instructional Activities

The intern may attend class for orientation to module objective.

Post-assessment

The intern will submit a worksheet for analysis of materials. The worksheet will require the student to describe the following: (1) suitability of content, (2) instructional value, (3) format, (4) utility, (5) sequence of skills and (6) techniques and activities suggested.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

MATERIALS EXAMINATION WORKSHEET

Title: _____

Purpose: _____

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Format: _____

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Utility: _____

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Sequence of Skills: _____

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Instructional Value: _____

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Diagnostic Value: _____

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RTE - 002.11 (GSC) Observation of Comprehension Instruction

Objective

The student will observe an experienced teacher using appropriate techniques and materials to teach a skill in one of the following major areas in reading comprehension:

1. locating
2. remembering
3. organizing
4. predicting/extending
5. evaluating

Prerequisite

RTE - 001.07 and RTE - 001.08 (GSC)

Pre-assessment

None. If the observation has already been made the student may submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Instructional Activities

The student may attend class for orientation to module objective.

Post-assessment

The student will submit a teacher observation analysis sheet or meet with the instructor to discuss the observation. Oral or written analysis of the observation should include the following: (1) teacher's objectives, (2) techniques and materials used, and (3) activities used for development and reinforcement of skills.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

GLASSBORO STATE COLLEGE
Glassboro, New Jersey

TEACHER OBSERVATION ANALYSIS

Objective: _____

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Task Variable: _____

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Materials: _____

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Method Variable: _____

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Activity: _____

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Response: _____

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Reinforcement: _____

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GLASSBORO STATE COLLEGE
Glassboro, New Jersey

COMPREHENSION ASSESSMENT WORKSHEET

Objective: _____

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Task Criterion: _____

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Performance Criterion: _____

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Student Performance: _____

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Summary (strengths): _____

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Summary (needs): _____

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Recommendations: _____

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RTE - 002.12 (GSC) Teaching Comprehension Skills

Objective

Given a pupil who has not mastered a specific comprehension skill, the intern will teach (in a supervised tutorial situation) a lesson to develop the comprehension skill using appropriate techniques and materials.

Prerequisite

RTE - 001.07 and 001.08 (GSC)

Pre-assessment

Prior to the lesson the intern will (1) complete a tutoring record form and (2) write out statements, directions, and questions to be used to teach a comprehension skill.

Instructional Activities

Prior to the lesson the intern may meet with the instructor to review preparation for the module objective.

Post-assessment

After the lesson the intern will meet with the instructor to discuss the outcomes of the lesson.

Remediation

No remediation activities have been predetermined. These would be decided upon by the student in consort with his faculty advisor and/or team leader.

TUTORING RECORD

Child _____ Gr. _____ Tutor _____

Date	Materials Used	Skills Stressed	Method Used

Check-off Sheet for Modules in RTE - 002.00 (CSC)*

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
.07	_____	_____
.08	_____	_____
.09	_____	_____
.10	_____	_____
.11	_____	_____
.12	_____	_____

Student Signature: _____

* To be completed in duplicate.

Check-off Sheet for Modules in RTE - 002.00 (GSC)*

Modules	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____
.07	_____	_____
.08	_____	_____
.09	_____	_____
.10	_____	_____
.11	_____	_____
.12	_____	_____

Student Signature: _____

* To be completed in duplicate.

About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 3 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.